

NAMA ACCREDITATION STANDARDS

Standard I: Program Mission Statement and Program Objectives

- A. The institution has adopted a mission statement (or “purpose” or other similarly titled statement) for the Ayurvedic Health Counselor program, the Ayurvedic Practitioner program, and/or the Ayurvedic Doctor program that:
 1. Is consistent with the institution’s operating authority and the institutional mission (if separate from the program mission);
 2. Guides development of and provides clear direction for the program(s);
 3. Serves as a foundation for decisions regarding the program’s curriculum, activities, services, policies, and allocation of resources; and
 4. Is consistent with NAMA’s accreditation standards.
- B. The program mission is disseminated in appropriate hardcopy and/or online institutional and program publications (e.g., course catalog, student handbook).
- C. The program maintains clearly specified educational objectives for the Ayurvedic Health Counselor program, the Ayurvedic Practitioner program, and/or the Ayurvedic Doctor program that are consistent with its mission and that are appropriate to the degrees and/or certificates awarded;
- D. Student achievement is regularly reviewed in relation to the mission to determine the extent to which the program is successful in achieving its mission; appropriate corrective action is taken as needed.
- E. The mission is periodically reviewed (at least every ten years), and revised as needed, to ensure that it continues to be consistent with—and appropriate to—the Ayurvedic Health Counselor program, the Ayurvedic Practitioner program, and/or the Ayurvedic Doctor program as they evolve over time. The review process is inclusive, and allows for input from the program’s constituencies, including the administration, faculty and students.

Standard II: Organization, Administration and Finance

- A. The institution offering the Ayurvedic Health Counselor program, the Ayurvedic Practitioner program, and/or the Ayurvedic Doctor program has legal authorization to conduct its operations in the jurisdiction(s) in which it is located, including legal authorization to offer the program(s), if applicable.
- B. The institution has an appropriately qualified and stable administrative staff sufficient in size to meet the needs of the program and achieve the program mission. The organizational structure of the administrative staff is clearly set forth in an organizational chart or some other document. Staff members have clearly defined roles and responsibilities, and have sufficient authority to carry out their responsibilities. The program is overseen by a qualified chief academic officer.
- C. There are in place policies and procedures regarding human resources that include procedures for evaluating the performance of administrative staff on a regular basis, a grievance policy for employees, and non-discrimination and equal opportunity policies.
- D. The institution has a written code of conduct that defines acceptable action and behavior on the part of board members, staff, faculty, students, and anyone else who may be involved in the

operations and activities of the school and the program. It is incumbent upon the institution to ensure that every member of the school community feels secure in the school environment, and is free from harassment, coercion and intimidation of any kind.

- E. The institution has a non-discrimination policy in place pertaining to students, staff and faculty that states the institution does not discriminate based on race, sex, religion, ethnic origin, sexual orientation, gender identity, or disability.
- F. The institution in which the program is located demonstrates adequacy and stability of financial resources to support the institution and program, and engages in financial planning that includes—at a minimum—development of an annual budget and regular financial reporting.
- G. The program is provided with sufficient financial and other resources to (i) achieve its mission, (ii) meet existing program commitments, and (iii) provide adequately for instruction, administration, learning resources, student services, equipment, supplies, and other specific needs and functions.
- H. Financial considerations do not compromise the mission or the quality of the program, or cause more students to be enrolled than the program's resources can reasonably accommodate.

Standard III: Faculty

- A. The program has a faculty (including off-site mentors, if applicable) sufficient in terms of qualifications and size to effectively deliver the program(s) offered.
- B. Generally, the education, teaching experience and practical professional experience of each faculty member (and off-site mentor, if applicable) are appropriate for the subject area taught. Faculty members possess advanced and/or terminal degrees or certificates in their professional and academic fields, or equivalent training and professional experience.
- C. Faculty members have academic freedom; opportunities, as resources allow, for professional growth and development appropriate to their faculty role; appropriate training in instructional technology, if needed for effective delivery of the program; and adequate time—as applicable—for class preparation, administrative responsibilities, student support, and other assigned responsibilities.
- D. Policies and procedures pertaining to faculty members are stated clearly in institutional documents. Due attention is given to relevant legal requirements in areas of non-discrimination, equal opportunity, and affirmative action employment practices. Faculty contracts are in place that clearly specify terms of engagement and responsibilities, and faculty member performance is periodically reviewed.
- E. The program provides avenues for regular and open communication among faculty, and between the faculty and administrative officers of the program.
- F. Faculty members should have opportunities to provide input into the development and implementation of the program's curriculum.

Standard IV: Program of Study

[Please note the following: the Program of Study standard will consist of the curriculum guidelines for the Ayurvedic Health Counselor program, the Ayurvedic Practitioner program, and the Ayurvedic Doctor program, as well as related documents pertaining to scope of practice and clinical encounters. These documents are in the process of being revised, but will not change very much from the current versions that NAMA-approved schools are familiar with. We anticipate making the educational guidelines and other documents available for review and comment prior to the Schools Forum at NAMA Conference in April 2018.]

Standard V: Assessment and Evaluation

- A. **Assessment of Student Learning.** The program develops, implements, and documents a written assessment plan for student learning, and maintains records on its assessment activities. The plan provides a method for assessing each student's academic and clinical performance/achievement—as the student progresses through the program—in relation to the program's educational requirements and competencies, utilizing a variety of data/information.
- B. **Program-Level Evaluation.** The program develops, implements, and documents a program-level evaluation plan that provides for periodic evaluation of overall program effectiveness in relation to the program mission and educational objectives, and maintains records on its evaluation activities. In conducting program-level evaluation, the program considers a variety of data/information, including student performance in various phases of the program, program completion data, certification examination pass rates, professional success, and attainment of personal goals.
- C. **Ongoing Improvement of the Program and Institution.** The leadership teams of the program and institution regularly review (at least on a biennial basis) the information generated through the student learning assessment and program evaluation processes, and make related changes and improvements to the program and institution, as may be needed (e.g., changes/improvements to the curriculum, in the allocation of resources, to the facilities, and to academic and institutional policies and procedures, etc.). The program maintains records (e.g., meeting minutes) of the review process and of the plans and actions for ongoing improvement resulting from that process.

Standard VI: Admissions and Student Services

- A. General Provisions
 1. The program/institution provides student services and activities that reflect the program's mission, goals and objectives, support good student morale, and assist students in the achievement of professional growth, learning objectives, and/or personal goals as they progress through the program. Student services encompass, at a minimum, the following areas:
 - i. Admissions;
 - ii. Orientation;
 - iii. Academic advisement;
 - iv. Student support; and
 - v. Financial aid (if offered).
 2. The program/institution publishes a student handbook (or a comparable publication) that includes a statement that clearly defines the rights, privileges and responsibilities of

students, and policies and procedures for conducting disciplinary and academic standing proceedings for violations of those responsibilities. Whenever the faculty or administration takes a formal action that adversely affects the academic or enrollment status of a student, there must be a fair, clearly defined and documented process that includes timely notice of the impending action, disclosure of the grounds on which the action is based, and an opportunity for the student to respond.

3. The program/institution has a formal process in place for obtaining student views and input into institutional and programmatic planning and decision-making.
4. The program/institution publishes in a student handbook (or a comparable publication) fair and efficient policies and procedures for reviewing and responding to formal complaints and grievances made by students, and maintains a record of their disposition during the preceding five-year period demonstrating that these complaints and grievances were handled in an equitable manner according to the published policies and procedures.

B. Admissions

1. The program/institution has a published student admission policy that reflects the program's determination of what is necessary for academic, professional and personal success in the program. Admission requirements for acceptance into the program include:
 - i. Educational prerequisites;
 - ii. Minimum qualifications of applicants;
 - iii. Personal characteristics considered necessary for successful completion of the program; and
 - iv. Any other admission requirements adopted by the institution.
2. If the program is located within a multipurpose institution, the program has the opportunity to provide input into admission policies and the student selection process.
3. Admission policies comply with applicable federal and state laws and regulations regarding non-discrimination and physical and other challenges that do not preclude the ability to meet the intellectual and technical standards of the program.
4. Specific admission policies (e.g., policies pertaining to transfer credit, advanced standing, re-admittance into the program, non-discrimination, etc.) are clearly stated in program/institutional publications. Enrollment, cancellation and refund policies comply with applicable federal and state laws and regulations.
5. The program/institution adheres to its published admission policies; any exceptions to a policy are based on well-founded and documented reasons. Admission files contain required documents.
6. Admission and recruitment activities are conducted legally, and with honesty and integrity. The content of marketing materials and of any representations made to prospective students are clear and accurate.
7. The program/institution may grant transfer credit toward completion of up to 25% of the program, provided that the program demonstrates an acceptable process consistent with higher education practices for ensuring equivalence of transfer credits and for granting advanced standing. Generally, the granting of transfer credit should take into account the following considerations:

- i. The educational quality of the learning experience that the applicant wishes to transfer; and
 - ii. The comparability of the nature, content, and level of the learning experience to that offered by the program.
8. For the purpose of admission and/or transfer of credit, whenever the program lacks sufficient information or expertise to verify or interpret educational documents, the program should obtain advisory assistance from a reputable educational credentials evaluation service.
9. The institution maintains on file a signed enrollment agreement for each student enrolled in the program that clearly apprises the student of his/her financial obligations, and that complies with any external legal requirements that pertain to the school (e.g., state regulations). The enrollment agreement includes, at a minimum, the following information:
 - i. School name and contact information;
 - ii. Program name;
 - iii. Time period covered by the agreement;
 - iv. Disclosure of all tuition, fees, books and supply costs, and any other additional expenses;
 - v. Disclosure of finance charges, if applicable;
 - vi. Schedule of payments;
 - vii. Refund policy;
 - viii. Legal signature of student, including date signed; and
 - ix. Legal signature of the school representative, including date signed.
10. The admission policy is periodically reviewed to determine the extent to which the policy (i) reflects the program's mission, goals and objectives, (ii) and is adequately serving the needs and interests of the applicants, program and profession. Changes are made as needed.

C. Student Records

1. The program/institution has an accurate and complete record keeping system, including permanent academic records that document the completion of program requirements (e.g., transcripts, certificates). Students have reasonably convenient access to their academic, attendance, financial and other records.
2. Policies are in place regarding the data to be included in the students' records, as well as the retention, safety, security and disposal of records. Policies on record keeping, access to records and release of information reflect the rights of individual privacy, the confidentiality of records, and the best interests of the student and the program/institution, and comply with state and federal laws and regulations.
3. The program/institution maintains data that will facilitate the compilation of the following records and statistics: student profiles showing the number of students enrolled, graduated and readmitted; admission data showing the number of applications received and accepted; pass rates on national certification examinations (where available); student loan default rates (if applicable and available); and the educational backgrounds of the student body.

D. Federal and State Financial Aid

1. If the institution utilizes federal and/or state resources to provide financial aid to students enrolled in the program, the financial aid program is administered—and financial aid records kept—in accordance with applicable state and/or federal requirements.
2. The program/institution provides precise and complete information to students about opportunities and requirements for financial aid. The program/institution ensures that students receiving financial aid in the form of loans participate in required interviews where loan repayment responsibilities are explained. Students have the opportunity to receive staff assistance in planning for efficient use of financial aid and the student's own resources for education in order to help students keep their borrowing at a responsible level.
3. The program/institution closely monitors student loan default rates; the program's default rate on loan programs, if ascertainable, is within acceptable limits under applicable state and federal law.

E. Academic Advisement and Student Support

1. Students have ready access to academic advising and student support services.
2. The program/institution has in place mechanisms to identify academically at-risk students and address their needs in a timely manner; should it become apparent that a student lacks the abilities necessary to successfully complete the program, he or she is counseled out of the program in a timely manner.

F. Official Publications and Online Resources

1. The program/institution makes available to students and to the general public a catalog, student handbook or comparable official publication (or publications) that, at a minimum, accurately sets forth the:
 - i. Current mission and educational objectives
 - ii. Admission requirements and procedures
 - iii. Transfer credit and advanced standing policies, including the criteria for accepting transfer credit
 - iv. Tuition, fees and refund policies, including the approximate total tuition amount for each program
 - v. Opportunities and requirements for financial aid (if applicable)
 - vi. Academic performance requirements, including policies and procedures related to satisfactory academic progress
 - vii. Policies and procedures pertaining to leaves of absence, withdrawal from, and re-admittance into the program
 - viii. Rules for student conduct
 - ix. Student disciplinary procedures
 - x. Student grievance procedures
 - xi. Grading and attendance policies
 - xii. Program completion requirements
 - xiii. Senior administrative members for the institution and program, including titles
 - xiv. Program faculty members
 - xv. Members of the board of directors or similar governance entity, if applicable
 - xvi. Non-discrimination policy
 - xvii. Academic calendar
 - xviii. Program length and the minimum and maximum completions times
 - xix. Program sequence or curriculum outline

- xx. Brief course descriptions for each course or discrete unit of the program
 - 2. Publications, advertising and other communications provide complete, accurate and clear information regarding the program, and are updated in a timely manner. Publications and advertising do not misrepresent employment, career and licensure opportunities.
 - 3. The program/institution publishes its status and relationship with NAMA/NAMAAB in accordance with the Policy on Representation of a Program's Relationship with the NAMA/NAMAAB, and provides in publications NAMAAB's address and phone number.
- G. Library and Information Resources
- 1. The institution has a readily accessible library and/or other information resources that are appropriate to the needs of the program's students and faculty and delivery model, including a collection of materials that is appropriate to the program curriculum.

Standard VIII: Facilities and Equipment

- A. The institution offering the program has facilities that are sufficient to meet its needs. Classroom and other instructional space (e.g. clinic space, if applicable)—and/or the space and equipment necessary for offering online instruction—are appropriate to the curriculum, instructional and training methods, and the size of the student body. Offices, conference areas and other physical resources are sufficient for carrying out teaching, administration and other assigned responsibilities.
- B. The facilities are appropriately maintained, and meet federal, state and local fire, safety, health and other applicable rules and requirements.
- C. There are sufficient instructional, office, computer/IT and other systems, equipment and supplies to meet the needs of the faculty, staff and student body, and to support the delivery model(s) used by the program.
- D. Adequate record storage, back-up and recovery procedures are in place for all required records, including student records and patient records, if applicable.